



JOHN FORD MIDDLE

404 Agnes St.
St. Matthews, SC 29135

GRADES 5-8 Middle School

ENROLLMENT 458 Students

PRINCIPAL Melinda Merritt 803-655-7222

SUPERINTENDENT Dr. Shirley Martin 803-655-7310

BOARD CHAIR Michael Drake 803-655-5034



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	28	13

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No

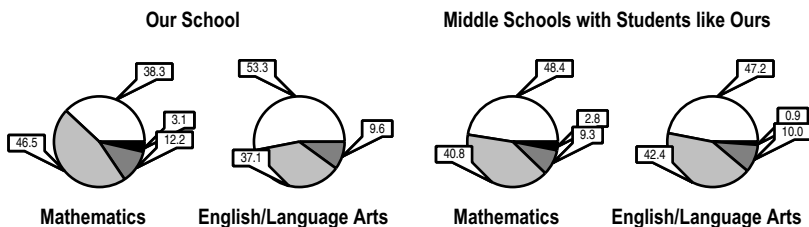
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

92.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	440	99.1	52.8	37.4	9.7	0.0	14.5	No	Yes
Gender									
Male	228	99.1	63.5	29.7	6.8	0.0	9.6		
Female	212	99.1	41.4	45.8	12.8	0.0	19.7		
Racial/Ethnic Group									
White	51	100.0	29.8	51.1	19.1	0.0	29.8	Yes	Yes
African-American	377	98.9	55.8	35.7	8.5	0.0	12.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	50.0	40.0	10.0	0.0	10.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	404	99.3	50.8	38.9	10.3	0.0	15.5		
Disabled	36	97.2	76.5	20.6	2.9	0.0	2.9	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	439	99.1	52.7	37.5	9.7	0.0	14.5		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	433	99.1	52.5	37.6	9.9	0.0	14.7		
Socio-Economic Status									
Subsidized meals	395	99.0	54.1	38.3	7.6	0.0	12.3	No	Yes
Full-pay meals	45	100.0	41.5	29.3	29.3	0.0	34.1		

Mathematics - State Performance Objective = 15.5%									
All Students	440	99.3	37.8	46.8	12.3	3.1	27.4	Yes	Yes
Gender									
Male	228	99.6	40.0	45.9	11.8	2.3	25.5		
Female	212	99.1	35.5	47.8	12.8	3.9	29.6		
Racial/Ethnic Group									
White	51	100.0	31.9	40.4	23.4	4.3	38.3	Yes	Yes
African American	377	99.2	39.2	47.4	10.7	2.7	25.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	10.0	60.0	20.0	10.0	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	404	99.5	34.7	48.6	13.4	3.3	29.3		
Disabled	36	97.2	73.5	26.5	0.0	0.0	5.9	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	439	99.3	37.7	46.9	12.3	3.1	27.5		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	433	99.3	38.2	46.4	12.3	3.1	27.2		
Socio-Economic Status									
Subsidized meals	395	99.2	39.5	47.6	10.5	2.4	25.9	Yes	Yes
Full-pay meals	45	100.0	22.0	39.0	29.3	9.8	41.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	105	99.0	57.6	33.3	9.1	N/A	9.1
	Grade 6	108	98.1	53.1	31.6	13.3	2.0	15.3
	Grade 7	122	95.9	53.8	43.4	2.8	N/A	2.8
	Grade 8	116	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	119	98.3	61.4	36.0	2.6	N/A	2.6
	Grade 6	107	99.1	50.9	32.1	17.0	N/A	17.0
	Grade 7	109	100.0	48.1	39.8	12.0	N/A	12.0
	Grade 8	105	99.1	50.0	44.2	5.8	N/A	5.8

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	105	100.0	48.5	45.5	6.1	N/A	6.1
	Grade 6	108	99.1	43.0	40.0	13.0	4.0	17.0
	Grade 7	122	99.2	50.0	37.0	10.2	2.8	13.0
	Grade 8	116	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	119	99.2	38.3	52.2	7.8	1.7	9.6
	Grade 6	107	98.1	27.6	52.4	16.2	3.8	20.0
	Grade 7	109	100.0	38.9	39.8	15.7	5.6	21.3
	Grade 8	105	100.0	49.5	41.0	8.6	1.0	9.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 458)				
Students enrolled in high school credit courses (grades 7 & 8)	9.0%	Down from 11.1%	8.9%	14.6%
Retention rate	2.1%	Up from 1.1%	3.8%	3.0%
Attendance rate	95.2%	Up from 94.6%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.5%		8.1%	5.3%
Eligible for gifted and talented	5.5%	Down from 6.0%	6.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.5%	Down from 10.2%	15.0%	13.9%
Older than usual for grade	6.6%	Up from 0.5%	8.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	19.9%	Up from 4.5%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	75.0%	Up from 70.6%	46.2%	48.7%
Continuing contract teachers	81.3%	Down from 88.2%	71.4%	81.7%
Highly qualified teachers**	92.3%	N/A	87.9%	90.4%
Teachers with emergency or provisional certificates	3.2%		13.0%	5.3%
Teachers returning from previous year	81.9%	Down from 87.2%	75.8%	85.1%
Teacher attendance rate	93.6%	Down from 94.9%	94.4%	94.8%
Average teacher salary	\$46,071	Up 4.7%	\$38,638	\$40,566
Prof. development days/teacher	7.1 days	Down from 20.2 days	11.6 days	11.0 days

School				
Principal's years at school	1.0	Down from 2.0	2.0	3.3
Student-teacher ratio in core subjects	21.9 to 1	Up from 16.9 to 1	18.8 to 1	21.3 to 1
Prime instructional time	87.0%	Up from 86.9%	88.7%	89.3%
Dollars spent per pupil*	\$6,551	Up 3.4%	\$6,745	\$5,821
Percent of expenditures for teacher salaries*	65.8%	Up from 59.3%	60.2%	61.8%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	71.2%	Down from 83.1%	83.7%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

John Ford Middle School is composed of 462 students in grades five through eight. The ethnic make-up is 89% African American, 9% Caucasian, and 2% Hispanic. Eighty-nine percent of our students receive free or reduced lunch.

We have 34 certified teachers on staff, two of whom are .5 and four of whom are .3. Three of the teachers have National Board Certification. We also have two youth specialists (MAPPS), a school nurse, four paraprofessionals, three administrative assistants, a guidance counselor, a media specialist, an assistant principal, and a principal. A sheriff's deputy is assigned on-site.

During the 2002-2003 term, an average of 11% scored Proficient or Advanced on PACT math and 7.5% on language arts. Compared to other SC schools with students like ours, 46.9% of our students scored Below Basic in math as compared to 49.7% statewide, and 54% scored Below Basic in language arts compared to 50.6% statewide.

Our needs assessment for this school year indicated the need to continue our focus on creating a safer environment, improving parent involvement, and increasing student achievement with a special focus on writing. We stay committed to making John Ford Middle School a place where all feel welcome, secure, and are focused on learning. Striving for excellence, we will continue to support all of our students with innovative programs such as tutoring, remedial classes, gifted and talented programs, supplemental technology (such as Academy of Reading, Academy of Math, SkillsBank, Accelerated Reader, and Accelerated Math), and after-school programs (such as Jumpstart and Saturday Academy).

We solicit the support of all of our stakeholders in reaching new heights, both academically and in personal growth and development.

Mrs. Melinda Merritt, Principal

Mrs. Cassandra Keller, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	94	24
Percent satisfied with learning environment	40.9%	61.7%	60.9%
Percent satisfied with social and physical environment	45.5%	52.1%	54.2%
Percent satisfied with home-school relations	18.2%	70.2%	60.9%

*Only students at the highest middle school grade level at this school and their parents were included.